

# ***2005-2006 No Child Left Behind - Blue Ribbon Schools Program***

## ***U.S. Department of Education***

### **Cover Sheet**

Type of School: (Check all that apply) ☐ Elementary ☐ Middle ☒ High ☐ K-12 ☐ Charter

Name of Principal Ms. Maria Torres-Flores

(Specify: Ms., Miss, Mrs., Dr., Mr., Other) (As it should appear in the official records)

Official School Name Francisco Bravo Medical Magnet High School

(As it should appear in the official records)

School Mailing Address 1200 N. Cornwell Street

Los Angeles

CA

90033-1417

City

State

Zip Code+4 (9 digits total)

County Los Angeles State School Code Number\* 19 64733 1995448

Telephone ( 323 ) 342-0428

Fax ( 323 ) 342-9139

Website/URL http://bravo\_web.lausd.k12.

E-mail fcaceres@lausd.k12.ca.us

I have reviewed the information in this application, including the eligibility requirements on page 2, and certify that to the best of my knowledge all information is accurate.

Date

(Principal's Signature)

Name of Superintendent\* Mr. Roy Romer

(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

District Name Los Angeles Unified School District

Tel. \_\_\_\_\_

I have reviewed the information in this application, including the eligibility requirements on page 2, and certify that to the best of my knowledge it is accurate.

Date

(Superintendent's Signature)

Name of School Board

Ms. Marlene Canter

President/Chairperson \_\_\_\_\_

(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

I have reviewed the information in this package, including the eligibility requirements on page 2, and certify that to the best of my knowledge it is accurate.

Date

(School Board President's/Chairperson's Signature)

## **PART I - ELIGIBILITY CERTIFICATION**

**[Include this page in the school's application as page 2.]**

The signatures on the first page of this application certify that each of the statements below concerning the school's eligibility and compliance with U.S. Department of Education, Office for Civil Rights (OCR) requirements is true and correct.

1. The school has some configuration that includes grades K-12. (Schools with one principal, even K-12 schools, must apply as an entire school.)
2. The school has not been in school improvement status or been identified by the state as "persistently dangerous" within the last two years. To meet final eligibility, the school must meet the state's adequate yearly progress requirement in the 2005-2006 school year.
3. If the school includes grades 7 or higher, it has foreign language as a part of its core curriculum.
4. The school has been in existence for five full years, that is, from at least September 2000 and has not received the 2003, 2004, or 2005 *No Child Left Behind – Blue Ribbon Schools Award*.
5. The nominated school or district is not refusing the OCR access to information necessary to investigate a civil rights complaint or to conduct a district-wide compliance review.
6. The OCR has not issued a violation letter of findings to the school district concluding that the nominated school or the district as a whole has violated one or more of the civil rights statutes. A violation letter of findings will not be considered outstanding if the OCR has accepted a corrective action plan from the district to remedy the violation.
7. The U.S. Department of Justice does not have a pending suit alleging that the nominated school, or the school district as a whole, has violated one or more of the civil rights statutes or the Constitution's equal protection clause.
8. There are no findings of violations of the Individuals with Disabilities Education Act in a U.S. Department of Education monitoring report that apply to the school or school district in question; or if there are such findings, the state or district has corrected, or agreed to correct, the findings.

## PART II - DEMOGRAPHIC DATA

All data are the most recent year available.

**DISTRICT** (Questions 1-2 not applicable to private schools)

1. Number of schools in the district: 578 Elementary schools  
186 Middle schools  
0 Junior high schools  
221 High schools  
       Other  
985 TOTAL

2. District Per Pupil Expenditure: \$8,203

Average State Per Pupil Expenditure: \$7,151

**SCHOOL** (To be completed by all schools)

3. Category that best describes the area where the school is located:

- ☒ Urban or large central city  
☐ Suburban school with characteristics typical of an urban area  
☐ Suburban  
☐ Small city or town in a rural area  
☐ Rural

4. 2 Number of years the principal has been in her/his position at this school.

14 If fewer than three years, how long was the previous principal at this school?

5. Number of students as of October 1 enrolled at each grade level or its equivalent in applying school only:

Grade	# of Males	# of Females	Grade Total	Grade	# of Males	# of Females	Grade Total
PreK				7			
K				8			
1				9	190	269	459
2				10	209	299	508
3				11	145	270	415
4				12	119	225	344
5				Other			
6							
TOTAL STUDENTS IN THE APPLYING SCHOOL →							1726

*[Throughout the document, round numbers to avoid decimals.]*

6. Racial/ethnic composition of the students in the school:
- |                   |                                   |
|-------------------|-----------------------------------|
| <u>15</u>         | % White                           |
| <u>2</u>          | % Black or African American       |
| <u>65</u>         | % Hispanic or Latino              |
| <u>18</u>         | % Asian/Pacific Islander/Filipino |
| <u>0</u>          | % American Indian/Alaskan Native  |
| <b>100% Total</b> |                                   |

Use only the five standard categories in reporting the racial/ethnic composition of the school.

7. Student turnover, or mobility rate, during the past year: 4 %

[This rate should be calculated using the grid below. The answer to (6) is the mobility rate.]

(1)	Number of students who transferred <i>to</i> the school after October 1 until the end of the year.	
(2)	Number of students who transferred <i>from</i> the school after October 1 until the end of the year.	
(3)	Total of all transferred students [sum of rows (1) and (2)]	
(4)	Total number of students in the school as of October 1	
(5)	Total transferred students in row (3) divided by total students in row (4)	
(6)	Amount in row (5) multiplied by 100	

8. Limited English Proficient students in the school: 7 %  
113 Total Number Limited English Proficient

Number of languages represented: 20

Specify languages: English, Spanish, Armenian, Pilipino, Korean, Cathonese, Russian, Vietnamese, Gujarati, Mandarin, Bengali, Japanese, Cambodian, Arabic, Assyrian, Urdu, Thai, Tigrinya, Farsi, Lithuanian, Chiu Chow

9. Students eligible for free/reduced-priced meals: 84 %

Total number students who qualify: 1448

If this method does not produce an accurate estimate of the percentage of students from low-income families or the school does not participate in the federally-supported lunch program, specify a more accurate estimate, tell why the school chose it, and explain how it arrived at this estimate.

10. Students receiving special education services: 1 %  
18 Total Number of Students Served

Indicate below the number of students with disabilities according to conditions designated in the Individuals with Disabilities Education Act. Do not add additional categories.

<u>    </u> Autism	<u>    </u> Orthopedic Impairment
<u>1</u> Deafness	<u>1</u> Other Health Impaired
<u>    </u> Deaf-Blindness	<u>13</u> Specific Learning Disability
<u>    </u> Emotional Disturbance	<u>1</u> Speech or Language Impairment
<u>2</u> Hearing Impairment	<u>    </u> Traumatic Brain Injury
<u>    </u> Mental Retardation	<u>    </u> Visual Impairment Including Blindness
<u>    </u> Multiple Disabilities	

11. Indicate number of full-time and part-time staff members in each of the categories below:

**Number of Staff**

	<u><b>Full-time</b></u>	<u><b>Part-Time</b></u>
Administrator(s)	<u>5</u>	<u>0</u>
Classroom teachers	<u>67</u>	<u>5</u>
Special resource teachers/specialists	<u>1</u>	<u>0</u>
Paraprofessionals	<u>11</u>	<u>0</u>
Support staff	<u>12</u>	<u>0</u>
Total number	<u>96</u>	<u>5</u>

12. Average school student-“classroom teacher” ratio, that is, the number of students in the school divided by the FTE of classroom teachers: 25:1

13. Show the attendance patterns of teachers and students as a percentage. The student dropout rate is defined by the state. The student drop-off rate is the difference between the number of entering students and the number of exiting students from the same cohort. (From the same cohort, subtract the number of exiting students from the number of entering students; divide that number by the number of entering students; multiply by 100 to get the percentage drop-off rate.) Briefly explain in 100 words or fewer any major discrepancy between the dropout rate and the drop-off rate. Only middle and high schools need to supply dropout rates and only high schools need to supply drop-off rates.

	2004-2005	2003-2004	2002-2003	2001-2002	2000-2001
Daily student attendance	95%	96%	95%	95%	96%
Daily teacher attendance	93%	92%	93%	91%	93%
Teacher turnover rate	10%	9%	0%	0%	0%
Student dropout rate (middle/high)	2%	2%	0%	0%	0%
Student drop-off rate (high school) *	21%	23%	23%	19%	21%

\* We attribute the 20% discrepancy between the Bravo dropout and drop-off rates to two issues: transportation constraints and the specialization of our elective and extracurricular programs. Many of Bravo's students live throughout the greater Los Angeles basin and 85% of our student body relies on the District's free transportation to get to Bravo. Travel time and distance is a major issue for Bravo students, some of who must travel up to an hour between Bravo and their drop off site. Some Bravo students opt to return to their home schools in order to avoid the extensive commute. Bravo offers a wide array of elective and extracurricular activities, but many tend to emphasize a math and science career path. Programs such as band, orchestra, technical/ industrial arts, football, baseball, and tennis are not offered at Bravo. Some Bravo students prefer to return to their home school in order to gain access to these types of programs.

14. (*High Schools Only*) Show what the students who graduated in Spring 2004 are doing as of September 2004.

Graduating class size	<u>356</u>
Enrolled in a 4-year college or university	<u>57</u> %
Enrolled in a community college	<u>37</u> %
Enrolled in vocational training	<u>2</u> %
Found employment	<u>2</u> %
Military service	<u>1</u> %
Other (travel, staying home, etc.)	<u>      </u> %
Unknown	<u>1</u> %
<b>Total</b>	100 %

## **Narrative**

### **Part III – Summary**

Francisco Bravo Medical Magnet High School is named after Francisco Bravo M.D., a well-known physician who practiced in East Los Angeles; established his own clinic; and founded a scholarship fund for needy high school students interested in the health science professions. The curricular emphasis of this magnet school is on the California State Standards to develop mathematics, science and language arts skills. Our mission is to provide an educational program that prepares students for a post-secondary education leading to a health profession, while strengthening self-esteem and developing human-relations skills. We believe each student can learn and we know all students can succeed.

Bravo is a great source of pride for students, staff, and parents. It is one of only two California high schools named a High Achieving-High Poverty School (2000), a California Title I Academic Achievement School (2005), a California Distinguished School (2005) and the only high school in the state to ever receive the National Title I Distinguished School Recognition (2005). The school opened in its current single building, five-floor facility in 1990. Technologically advanced, the school was built to serve the interests and needs of its students, while increasing the number of underrepresented minorities in the health fields. We have unique partnerships with Los Angeles County+USC Medical Center, the USC Allied Health Sciences Campus, Norris Cancer Research Center, the Doheny Eye Institute and the USC University Hospital. School programs that are a direct result of our partnerships are STAR 1 and 2, and Jóvenes Para La Salud (Youth for Health).

We currently serve 1,726 students. Due to the moderate size of our student body, students are not anonymous and are able to receive a personalized education. The school's reputation for safety, academic excellence, quality and variety of programs is known throughout the Los Angeles basin. Students are chosen by lottery from those who apply, and there is an extensive waiting list. 85% of our students are bused; some of whom travel up to an hour to school, and are drawn from 32 middle schools. By choosing to be here, students embrace our motto, "Quality and Integrity" and make an important commitment: work hard; strive to become the best; and become an example to others.

Bravo's demographics indicate 65% Latino students, 18% Asian/Filipino/Pacific Islander, 2% African-American, 15% White, 0% American Indian/Alaskan Native. In just one class you can find students whose primary language is Tagalog, Spanish, Armenian, Russian, Farsi, Korean, Vietnamese, Thai, Chinese, English, Gujarati, Hindi and Arabic. This cultural diversity is one of the most exciting assets of our school and results in constant intercultural learning. Bravo is a schoolwide Title I school with 84% of students from low income families.

The faculty represents a diverse educational background. Of these, five hold doctorate degrees, four received National Board Certification, and many hold Masters degrees. To support faculty and students, we have 54 classified personnel. Teachers and students have participated in research at laboratories at the University of Southern California. Some have received summer stipends to work with professors actively involved in medically significant research. Three members of our science department participated in writing the state Science Standards; a social studies teacher was invited to write questions for the Advanced Placement examination; and our staff, after twice being named a California Distinguished school, makes presentations as a High Poverty, High Performing model.

### **Part IV – Indicators of Academic Success**

#### **1) Assessment Results**

Bravo Medical Magnet High School participates each year in the California High School Exit Exam in March. The California Department of Education uses the exam results as the basis for issuing a school's Adequate Yearly Progress (AYP) Report. The AYP is California's Federal Accountability instrument determining whether a school has met their Federal Achievement goals. Federal Achievement goals in the AYP report include a 95% participation rate schoolwide and for each significant subgroup, proficiency

rates in English Language Arts/mathematics schoolwide and for each significant subgroup, an Academic Performance Index (API), and graduation rate. Each report disaggregates data for statistically significant socioeconomic and ethnic/racial groups. Attached are the past three AYP reports for Bravo for the years 2003, 2004, and 2005.

Bravo Medical Magnet High School has met all the Federal AYP criteria for the past three years. Our students as a whole, along with each significant subgroup, participated at a rate of 95% or higher in the English Language Arts and Mathematics portions of the California High School Exit Exam (CAHSEE). The AYP report also indicates the percentage of students meeting the California Proficiency Level in English Language Arts (ELA) and mathematics.

Percentage of students achieving proficiency or above in ELA:

	% of student population as per AYP Report	2003	2004	2005
Schoolwide	100	73 %	73 %	79 %
Socio-economically disadvantaged	85	71 %	70 %	78 %
Hispanic	59	69 %	69 %	76 %
English Learner	60*	67%	64%	73 %

Percentage of students achieving proficiency or above in Math:

	% of student population as per AYP Report	2003	2004	2005
Schoolwide	100	58 %	71 %	73 %
Socio-economically disadvantaged	85	58 %	68 %	71 %
Hispanic	59	49 %	65 %	68 %
English Learner	60*	54 %	65 %	69%

\* AYP Report includes students classified EL and recent RFEP (Redesignated Fluent English Proficient)

The percentage of students proficient or above in both ELA and math has gone up schoolwide, and for every significant subgroup, from 2003 to 2005.

The California Academic Performance Index (API) is an achievement indicator that uses the results of the California High School Exit Exam and the California Standards Exam to assign a performance number for each California Public School. The maximum is 1,000 with California setting a goal of 800 for all schools. Francisco Bravo High School's API was 766 in 2003, 788 in 2004, and 819 in 2005. We have met our API goals for the past three years and passed the 800-goal set by the state of California in 2005.

Francisco Bravo High School has approximately 84% of all students that are socioeconomically disadvantaged. We also have 72% of our students whose home language is not English. Bravo High School has a schoolwide Title I program and is one of the very few Title I High Schools that has surpassed the 800 API level. Bravo High School's AYP reports for 2003, 2004, and 2005 can be found at <http://www.cde.ca.gov/ta/>.

## 2) Using Assessment Results

Bravo High School uses the state assessment data along with other district and school site assessment data to guide our schoolwide academic achievement plan for students. Our core subject departments use the data to adjust their curriculum and instruction to focus on academic standards in which students experience the most difficulty. For example, some departments have extended the number of days spent on certain standards that need growth and shortened the number of days spent on standards that students have



mastered at a higher level. Bravo uses student achievement data to allocate resources. Last year our parents, teachers, students and administration saw a trend in our assessment data indicating a need for assistance in the 9<sup>th</sup> grade entry level Algebra I course. Our School Site Council reprioritized our Title I budget to include an extra math teacher significantly reducing the class size of freshman Algebra I courses. This has resulted in greater individual attention to student needs in Algebra I standards. Assessment data is used to identify students in the 9<sup>th</sup> grade who are not reading at grade level. These students have been placed in a two-hour Advanced to Literacy course utilizing the Studio Curriculum to receive an intensive intervention in English Language Arts.

State assessment data helped Bravo develop after school and Saturday Academic intervention programs. Students that are performing below proficiency levels in math and English Language Arts are invited to attend after school and Saturday Academies. Data has shown math and science as subject areas most in need of improvement. As a result, our Saturday Academy added science to the program. Our Title I program keeps records of student attendance and academic progress. We evaluate assessment data to monitor the effectiveness of our intervention programs.

Over the past five years, Bravo teachers and staff have increased their knowledge on the relationship between student assessment data and alignment of curriculum to the California State Academic Standards. A greater amount of time is dedicated to using data to inform instruction in the classroom. This has helped to coordinate all our efforts towards improving student and school academic performance.

### **3) Communicating Assessment Results**

Daily classroom performance is communicated to parents through report cards mailed home every five weeks, a parent/teacher conference evening each semester, and individual parent/counselor/teacher conferences are held as needed. An academic rally is held each semester to recognize the outstanding achievement of our students to our community as a whole. The school newspaper and monthly newsletters, as well as local newspapers, promote our school-wide academic success.

Methods for disseminating standardized test score results vary. Last year, all tenth and eleventh grade students took the PSAT. Our Assistant Principal (SCS) and College Counselor met with every student who took the test and explained their results. A parent meeting was held in the evening where results and implications were explained. CST/STAR/API goals are posted throughout the school in the spring and results are disseminated to teachers, students, staff and parents at the beginning of each academic year. For both STAR and CAHSEE, individualized parent letters are sent home for parents in Spanish and English with test results.

Three community/parent council meetings are held monthly where workshops explain programs providing academic support at school, testing and interpreting results, ways in which parents can assist students, and the overall academic status of the school. The Bravo website links to Bravo's standardized test score data.

### **4) Sharing Success**

With our pride in Bravo comes a desire to share what we have learned with other schools. We are recognized both locally and nationally and play host to many school representatives from both within and outside our district. Last year a team visited us from North Carolina to discuss the components of our medical partnerships and academic program components. Other visitors come to observe our classroom strategies and support programs.

Through the USC-HSC Partner Schools Task Force we meet quarterly with local partner schools to discuss strategies to enhance our students' education. The Principal meets monthly with her peers and shares strategies for academic success. Other school administrators and coordinators attend regular meetings and share successful techniques. Bravo Principal and Assistant Principal have made formal presentations of

our school program at both the local and central district level over the past several years. We will continue to host visitors as well as share with others in a variety of settings.

## **Part V – Curriculum and Instruction**

### **1) Curriculum**

Francisco Bravo Medical Magnet High School was established to meet the academic needs and career goals of high school students interested in the health professions. All Bravo students take part in a comprehensive program with curricular emphasis in science, mathematics and language skills as they relate to the health fields. Courses are aligned with the Content Standards for California Public Schools and students engage in work to master the standards. Departmental and integrated teams collaborate to create common lessons, units and assessments. Currently, periodic assessments are being administered in mathematics, science and English. Bravo provides Title I targeted assistance in the form of Saturday Academic Academies in mathematics, language arts, and science as well as tutoring across the curriculum. Along with a wide range of course offerings in the core and elective curricular areas, Bravo students benefit from various enrichment opportunities and intervention programs. The main goal is to make sure that all students achieve the academic standards throughout their high school experience. Among the enrichment opportunities and intervention programs are the following: English Language Learners Program, Resource Specialist Program, Advanced Placement Program, Gifted and Talented Education Program, Title I Program, Advancement Via Individual Determination Program (AVID), Anti-Defamation League (ADL), Jóvenes Para La Salud, and STAR 1 and 2. Students graduating from Bravo must complete 40 hours of community service, demonstrate computer literacy, and pass the California High School Exit Exam.

The Bravo curriculum consists of the following courses:

**English:** Students must earn 40 credits from the following courses: Freshman English, Freshman Honors English, Sophomore English, Sophomore Honors English, American Literature (11<sup>th</sup> gr.), Contemporary Composition (11<sup>th</sup> gr.), Honors Contemporary Composition (11<sup>th</sup> gr.), Advanced Placement English Language (11<sup>th</sup> gr.), Expository Composition (12<sup>th</sup> gr.), Advanced Composition (12<sup>th</sup> gr.), Modern Literature (12<sup>th</sup> gr.), World Literature (12<sup>th</sup> gr.), Advanced Placement English Literature (12<sup>th</sup> gr.), Shakespeare, Journalism, and Speech. Advanced Placement (AP) students follow the national curriculum with testing in May on the AP Exam.

**Mathematics:** The core Mathematics curriculum includes: Algebra 1, Geometry, Algebra 2, Math Analysis, Trigonometry, Statistics and Probability, Discreet Math, AP Calculus AB, AP Calculus BC, AP Statistics. Students must earn at least 20 mathematics credits.

**Science:** The Science curriculum includes: Biology, Honors Biology, AP Biology, Chemistry, Honors Chemistry, AP Chemistry, Physics, Honors Physics, AP Physics, Honors Physiology, Science, Technology and Research (STAR) 1 and 2. Students must earn at least 20 science credits.

**Social Studies:** The Social Studies curriculum includes: World History, United States History, AP United States History, AP Government, Economics and Government, AP Human Geography, Psychology, Native American Studies, and Mexican-American Studies/Latin American Studies. Students must earn at least 30 social studies credits.

**Foreign Language:** The core Foreign Language curriculum includes: Spanish 1, 2, and 3, Native Speakers Spanish 1, 2, and 3, AP Spanish Language, AP Spanish Literature, French 1, 2, and 3, AP French.

**Visual, Performing and Technical Art:** The core Visual, Performing and Technical Art curriculum includes: Drawing, Painting, Jazz Ensemble, Choir, Dance, Drama, Digital Imaging, AP Art History, Stage Crew/Video Production, Data/Information Processing, Computer Programming, and AP Computer Science.

**Career/Vocational Electives:** The Career/Vocational Elective curriculum includes: Academic Decathlon, Medical Office Procedures, Office Occupations, Medical Terminology, Certified Nursing Assistant, Medical Reception, Dental Assistant and Work Experience.

**Other High School Graduation Requirements:** Health, Life Skills, and Physical Education.

### **2B) English**

All ELA courses are designed to achieve mastery of the CA Content Standards. The District recently designed Instructional Guidelines for both English 9 and 10 and these have been incorporated into our instructional program. A district designed periodic assessment is given in English 9 and 10 three times a year. Results are analyzed after each assessment and adjustments to the instructional program are made.

Teachers have high expectations of student performance and students express mastery of standards through means that incorporate many visual and performing arts standards.

Incoming 9<sup>th</sup> grade students significantly below grade level are placed in a two-hour block of Studio (a program that scaffolds language arts skills to build confidence and mastery). Low achieving students and those who have not yet redesignated FEP (Fluent English Proficient) are invited to attend Saturday Academy sessions to enhance their language arts skills. In the last session we had approximately 250 students participate. LEP/PRP (Limited English Proficient/Preparing to Redesignate Proficient) students are placed in courses with teachers skilled in providing sheltered instruction. Many teachers provide tutoring for their own students before/after school and during nutrition/lunch. A lab is opening for tutoring 3 days a week after school.

### **3) Mathematics, Science, Art, Etc.**

The mathematics curriculum supports and follows the National Mathematical Standards. The Los Angeles Unified School District has designed a Mathematics Instructional Guide in Algebra I that is used by teachers, and guided by our math coach, to ensure exposure and mastery of the standards. Students take quarterly assessments and results are used by teachers to inform instruction. The math department works collaboratively with the math coach and administration during professional development to create common syllabi, prepare common assessments, review quarterly assessments, and share best practices. The administration and math coach are involved in a Lesson Study Cadre dedicated to pursuing lesson study as a vehicle for professional development.

Students are encouraged to take math all four years and to strive to reach the highest level possible. Students are held to a high level of performance requiring them to think critically, analyze, and problem solve. Students may work individually and/or collaboratively (pairs or teams) to explain mathematical ideas. Technology is used to develop visualization skills and connect data to real world applications. In the spring semester, Algebra 1A students will be using wireless laptops to run Carnegie, a computer assisted program, to relearn the Algebra 1A standards. Another way technology is used is through the on-line classes. Advanced Placement Statistics is offered on-line for those students whose schedule is less flexible. Students who need additional academic support are offered assistance informally during nutrition and lunch and formally during the after school study hall or Saturday Academy. Students in math classes designed for the English Learner are supported with a qualified teacher and assisted with a college assistant. The special education students are supported through a collaborative model where the resource specialist works closely with the math teacher to deliver instruction. Students who are doing well are usually acknowledged through the student of the month announcements or academic pep rallies. Students are the focus of instruction and are expected to gain the essential skills and knowledge necessary to enter a post-secondary institution.

### **4) Instructional Methods**

The faculty at Bravo Medical Magnet employs a variety of teaching methods to ensure that its diverse student population achieves academic success. The faculty engages students through instructional strategies that are aligned with California State Curriculum Standards. The faculty strives to help Bravo students develop their academic and social skills to their fullest potential.

The Bravo faculty assesses state and classroom test data to determine the needs of their students. California State Test results play an important role in a department's curriculum development. Departments also utilize common assessments to diagnose student weaknesses. Departments conference to analyze tests scores and determine the type of instructional methodology needed in order to support student learning. Our goal is to improve the reading, writing, speaking, and thinking skills of every member of the student body.

Faculty members utilize an array of instructional strategies to promote student learning. These strategies are both traditional and modern in their approach but their overall goal is to deliver student-centered instruction. Teachers invite students to engage in student led discussions, presentations, and debates. They organize students into cooperative learning activities that will help student teams generate their own points of view. These activities may take the form of Socratic Seminars, Philosophical Chairs, and Literature Circles. Students frequently work together on long-term research projects that require final products that might take the form of posters, dramatic performances, Power Point presentations or videos.

Teachers at Bravo deliver differentiated instruction through a variety of individualized teaching strategies. These strategies are all aligned with state standards and they include SDAIE strategies, graphic organizers, thinking maps, Cornell Notes, free writes, experiments, and simulations. These multi-dimensional strategies help teachers address the diversified needs of their classroom.

Bravo students are successful because their teachers work as a team to diagnose and meet their needs through a variety of teaching methodology. Bravo students and teachers continue to improve classroom achievement because they work to actively engage each other in the learning process.

## **5) Professional Development**

The Local District provides extensive professional development to school site personnel. ELA and math coaches, literacy cadre members, administrators, and coordinators attend their respective monthly district meetings. The focus of these meetings is professional development in math and language arts framed around a culturally responsive curriculum.

Bravo's Professional Development Committee develops and oversees the implementation of the on-site professional development program that is conducted during the District allocated time of three optional days and fourteen 90-minute periods each year. The school provides additional time for collaboration through monthly department and faculty meetings, and common planning time. Our plan this year includes a focus on evaluating school-wide and periodic assessment data, continuing to standardize course curriculum and develop common lessons and assessments, exploring a variety of research based instructional strategies (i.e, Cornell note-taking, SDAIE reading strategies, Socratic Seminar, reflective journals, etc.), and evaluating student work.

Bravo provides funding for off-site conference attendance through Title I and Bilingual funds. Most off-site conference attendance occurs in the subject area (focusing on standards-based instructional strategies and helping the under-achieving student) and College Board workshops.

Our professional development plan has provided focus to the instructional program. As a result, teachers utilize a variety of standards aligned strategies in their classroom. Many courses incorporate a project/final assessment where students use a variety of learning styles to demonstrate mastery of the standards. Most courses require oral presentations and focus on the components of accountable talk and rigor as these are critical to increased student achievement (Institute for Learning, "Principles of Learning").

## PART VII – ASSESSMENT RESULTS

### FRANCISCO BRAVO MEDICAL MAGNET HIGH SCHOOL California Adequate Yearly Progress Report-Mathematics -10<sup>th</sup> grade California High School Exit Exam-Education Testing Service

Testing Month	2004- 2005 March	2003- 2004 March	2002- 2003 March	2001- 2002 March
<b>Mathematics School Scores</b>				
Total Score				
Percent at or above proficient	73%	71%	58%	46%
Number of students tested	397	404	423	450
Percent of total students tested	99%	97%	100%	93%
Number of students alternatively assessed	0	0	0	0
Percent of students alternatively assessed	0	0	0	0
<b>Subgroup Scores</b>				
1. Latino				
Percent at or above proficient	68%	65%	49%	42%
Number of students tested	234	251	231	244
2. White				
Percent at or above proficient	76%	68%	65%	45%
Number of students tested	72	59	92	84
3. Asian				
Percent at or above proficient	95%	90%	85%	66%
Number of students tested	56	50	53	61
4. Filipino				
Percent at or above proficient	87%	89%	70%	45%
Number of students tested	23	35	30	44

5. African American

Percent at or above proficient	33%	NA	33%	27%
Number of students tested	12	6	15	15

6. Socioeconomically  
Disadvantaged

Percent at or above proficient	71%	68%	58%	46%
Number of students tested	338	358	357	379

7. English Learners

Percent at or above proficient	69%	65%	54%	44%
Number of students tested	238	231	238	229

**FRANCISCO BRAVO MEDICAL MAGNET HIGH SCHOOL**  
**California Adequate Yearly Progress Report-English Language Arts 10<sup>th</sup> grade California**  
**High School Exit Exam-Education Testing Service**

Testing Month	2004- 2005 March	2003- 2004 March	2002- 2003 March	2001- 2002 March
<b>English Language Arts School Scores</b>				
Total Score				
Percent at or above proficient	79%	73%	73%	44%
Number of students tested	398	398	412	482
Percent of total students tested	99%	98%	100%	100%
Number of students alternatively assessed	0	0	0	0
Percent of students alternatively assessed	0	0	0	0
<b>Subgroup Scores</b>				
1. Latino				
Percent at or above proficient	76%	69%	69%	42%
Number of students tested	234	245	223	267
2. White				
Percent at or above proficient	82%	74%	76%	40%
Number of students tested	73	58	90	88
3. Asian				
Percent at or above proficient	84%	82%	85%	52%
Number of students tested	56	49	53	64
4. Filipino				
Percent at or above proficient	87%	86%	80%	61%
Number of students tested	23	36	30	44
5. African American				
Percent at or above proficient	75%	NA	71%	22%
Number of students tested	12	6	14	18
6. Socioeconomically Disadvantaged				
Percent at or above proficient	78%	70%	71%	43%
Number of students tested	338	352	346	407

## 7. English Learners

Percent at or above proficient	73%	64%	67%	35%
Number of students tested	236	225	233	255

California did not have CAHSEE proficiency rates available for 2000-20001.  
For more information see the California Department of Education web pages below.

[http://ayp.cde.ca.gov/reports/APR/2005APR\\_Sch\\_AYP\\_Report.asp?AllCds=19647331995448&SchCode=1995448&DistCode=64733](http://ayp.cde.ca.gov/reports/APR/2005APR_Sch_AYP_Report.asp?AllCds=19647331995448&SchCode=1995448&DistCode=64733)

[http://ayp.cde.ca.gov/reports/API/2004API\\_Progress\\_sch2.asp?DistCode=64733&SchCode=1995448&AllCds=19647331995448](http://ayp.cde.ca.gov/reports/API/2004API_Progress_sch2.asp?DistCode=64733&SchCode=1995448&AllCds=19647331995448)

[http://ayp.cde.ca.gov/reports/AYP/2003AYP\\_Sch\\_p3.asp?cYear=&cSelect=BRAVO^\(FRANCISCO\)^ME--LOS^ANGELES^UNI--1964733-1995448&cChoice=AYP03\\_sch3&df=2](http://ayp.cde.ca.gov/reports/AYP/2003AYP_Sch_p3.asp?cYear=&cSelect=BRAVO^(FRANCISCO)^ME--LOS^ANGELES^UNI--1964733-1995448&cChoice=AYP03_sch3&df=2)

[http://ayp.cde.ca.gov/reports/AYP/2003AYP\\_Sch\\_p1.asp?cYear=&cSelect=BRAVO^\(FRANCISCO\)^ME--LOS^ANGELES^UNI--1964733-1995448&cChoice=AYP03\\_sch&df=2](http://ayp.cde.ca.gov/reports/AYP/2003AYP_Sch_p1.asp?cYear=&cSelect=BRAVO^(FRANCISCO)^ME--LOS^ANGELES^UNI--1964733-1995448&cChoice=AYP03_sch&df=2)